DEMONSTRATING SUCCESS

Annual Report 2001-2002

UNIVERSITY OF REGINA

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U of R student Julia Scissons

A message from the Chancellor

Enriching our environment

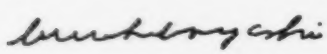
In my first year as Chancellor, I have been privileged to witness a number of outstanding advancements in the areas of academic programming and research at the University of Regina. These activities are allowing us to ensure that the best possible environment is being created in order to provide an academic experience that allows all to excel.

Our growth in external research funding has been particularly impressive — this year it reached $19.4 million, a 350 per cent increase over the past seven years. Research funding has been increasing faster than the national average and we expect that external funding will double in the next four years. From improving Aboriginal health services to testing enhanced oil recovery, from combating the effects of pollutants to strengthening skills in new media, our scholars are demonstrating their capacity to make invaluable contributions to the broader community.

Meanwhile, our programming continues to evolve in response to our commitment to make an excellent range of academic offerings even better. For example, new programs include: Master of Applied Science in Petroleum Systems Engineering; Master of Engineering in Petroleum Systems; PhD in Education; and interdisciplinary graduate MA in Fine Arts. In addition, a partnership between the University of Regina and Saskatchewan Institute of Applied Science and Technology has led to the development of a Bachelor of Medical Imaging.

We are also continuing to heighten the accessibility of our offerings. "Weekend University" is allowing those with employment and family commitments to continue their studies. Saturday classes are offering students the flexibility they need to complete many core and elective courses.

These and many more achievements act to solidify the position of the University of Regina as it strives to provide an enviable learning experience fueled by a committed engagement with our community. The work of those within the University and by those who support it stands as a true testimony to our institution's success in establishing itself as a place of innovation and discovery.



Arthur Wakabayashi, CM
Chancellor

A message from the Chair

Preparing for growth

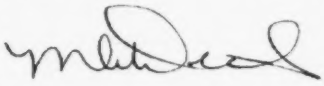
Change is sometimes an elusive concept, one which is not always readily visible. But, at the University of Regina, a walk across the campus offers literal evidence of the continuing metamorphosis that is under way. A great university requires a great environment, and the development currently taking place is helping to ensure that the needs of students, faculty and staff will be met well into the future.

The expansion of the Education Building is complete, while a new home for the Saskatchewan Indian Federated College is taking shape, as is the Greenhouse Gas Technology Centre. Meanwhile, our Campus Development Plan has been revised to respond to our changing needs and to identify future development, including that within Regina Research Park. It is important to note that these vital changes and additions to our infrastructure could not happen without the continuing support of our funding partners: the provincial and federal governments, as well as alumni, parents, corporations, foundations, retirees, faculty, staff and many friends in the community.

With major capital projects in our immediate future, it is essential that our overall financial position remains healthy. Previously, we announced that we retired our long-standing debt and we are pleased to report that we have had another balanced budget year. Our operating budget increased to $90 million in 2001-2002 in response to the need to support our academic activities and higher non-discretionary costs.

Our chief concern remains the provision of an affordable education to students which is characterized as an enviable learning experience. We are continuing to work with all levels of government and within our own senior leadership to ensure any tuition fee increases are kept to a minimum. In addition, we are endeavouring to provide as much student support as possible. To this end, undergraduate scholarships have grown by 90 per cent over last year, to $721,000.

In striving to manage growth and budgetary planning at the University of Regina, we will continue to focus on key objectives and areas of strategic emphasis created as the result of the input of many valued stakeholders. As always, I would like to thank all at the University of Regina, including the senior administrative team, faculty, staff and members of the Board of Governors, for bringing us ever closer to realizing our common vision.



Mary Lou Deck
Chair, Board of Governors

A message from the President

Creating momentum

This is a time of exceptional development at the University of Regina. The achievements of our students, faculty and staff are widely visible. Meanwhile, we are effectively positioning ourselves to continue to benefit the people and province of Saskatchewan. At the heart of our activities are dynamic and innovative academic, research and community service programs.

During 2001-2002, we began an important transition in our planning process. We shifted from the broader efforts of previous years in order to begin an even more focused phase of development. This involves carefully monitoring our progress in fulfilling our goals of: Teaching & Learning; Scholarship & Research; Service; People; Internationalization; and Accountability. Our success in these areas is not only dependent on faculty, staff, and students, but also on those who support us in the wider provincial, national and international communities.

In the following pages of this year's Annual Report you will read about some of the work that has contributed to our mission in exciting ways. To a great extent, these examples focus on the dynamic work being carried out by our faculty and students. Behind the scenes our administrative units continue to rise to meet existing and emerging challenges in an extraordinary fashion.

Within our everyday activities is an inherent tension that is extremely valuable. It demands that our academy preserve its heritage while also nurturing a responsiveness that suits the growth required to ensure a relevance within society. We are working hard to maintain this dynamic because it would be simplistic to make it go away. Rather, we strive toward achieving an appropriate balance within the context of what it means to be a university and the circumstances in which we find ourselves at any historical moment.

We remain effectively engaged in meeting the traditional threefold mission of teaching, scholarship and community service, while also pushing beyond the borders of what we know. It is clear that through a continuing commitment to this philosophy by our staff, faculty and leadership team, we are making a vital contribution to the cultural, social and economic development of the province and the broader community in Canada.

When I talk to people about the University of Regina I find myself continually speaking about a high overall level of excitement. There is a fantastic amount of energy coursing through this institution which is being directed toward numerous advancements. For me, on a day-to-day level, this enthusiasm is heartening. As our relationships continue to grow with the larger community around us, it also provides a high degree of confidence in our future.

David Barnard
President and Vice-Chancellor

Leadership

Senior Administration

David Barnard	President and Vice-Chancellor
Katherine Heinrich	Vice-President (Academic)
Jim Tomkins	Vice-President (Administration)
Amit Chakma	Vice-President (Research and International) (to July 31, 2001)
Stephen McClatchie	Acting Vice-President (Research and International) (July 1-December 31, 2001)
Allan Cahoon	Vice-President (Research and International) (as of January 1, 2002)
Hilary Horan	Associate Vice-President (Student Affairs)
Bob McCulloch	Associate Vice-President (Administration) University Secretary
Barbara Pollock	Executive Director, University Relations
Brenda Righetti	Senior Executive Assistant

Board of Governors

Brian Johnson	Chair (to June 30, 2001)
Mary Lou Deck	Chair (as of July 1, 2001) Vice-Chair (to June 30, 2001)
Berny Wiens	Vice-Chair (as of July 1, 2001)
Verda Petry	Chancellor (to June 30, 2001)
Art Wakabayashi	Chancellor (as of July 1, 2001)
David Barnard	President and Vice-Chancellor
Daphne Bowering	
Barb Byers	
Bev Cardinal	
Mike Farmer	
Alison Hayford	
Bernadette McIntyre	(to June 30, 2001)
Garth Fredrickson	(as of July 1, 2001)
Frank Proto	

Deans and Academic Directors

Katherine Bergman	Dean, Science
Bob Foley	University Librarian
Garnet Garven	Dean, Administration
Rod Kelln	Dean, Graduate Studies and Research
Murray Knuttila	Dean, Arts
Kathryn Laurin	Dean, Fine Arts
Michael MacLean	Dean, Social Work
Margaret McKinnon	Dean, Education
Marilyn Miller	Director, Centre for Continuing Education
Ralph Nilson	Dean, Kinesiology and Health Studies
Paitoon Tontiwachwuthikul	Dean, Engineering

Administrative Officers

David Bamford	Director, Office of Resource Planning
David Button	Director, Physical Plant
Janet Denford	Registrar
Marj Hewitt	Director, Ancillary Services
Denis Powers	Director, Human Resources (to November 1, 2001)
Bonnie Dobni	Director, Human Resources (as of October 1, 2001)
Dale Schoffer	Director, Financial Services
Larry Symes	Director, Information Services

Federated College Presidents

Joseph Schner, SJ	Campion College (to June 30, 2001)
David Eley, SJ	Campion College (as of July 1, 2001)
Richard Hordern	Luther College
Eber Hampton	Saskatchewan Indian Federated College

* For the fiscal year May 1, 2001-April 30, 2002

For federated college annual reports or information, please call:

Campion College	359-1244
Luther College	585-5427
Saskatchewan Indian Federated College	546-8400

PROFILE

The University of Regina is a young and dynamic institution. Although we achieved independence only in 1974, we have grown to nine faculties and 23 departments, which have established reputations for excellence and innovative programs leading to bachelor, master, and doctoral degrees. As well, teaching and research opportunities are enhanced by 12 research centres and institutes on campus.

Our main campus is located in the heart of Wascana Centre, a unique 930-hectare development dedicated to education, recreation, culture, and the seat of government. It is the largest urban park in North America, and has no counterpart in Canada. The new Campus and our historic "old" campus provide an attractive work and study environment for our students and more than 1,100 faculty and staff. More than 43,000 students have graduated from the University of Regina.

The University of Regina has grown rapidly over the past few years. In the 2001-02 academic year, enrolment reached nearly 12,000 full and part-time students and the operating budget was $90 million. During the 2001-02 academic year, our faculty and researchers were successful in receiving more than $19 million in external grants and contracts. The funding represents a 63 per cent increase from the previous year and a 350 per cent increase since 1997-98. Research efforts cover an impressive array of topics — from detecting and managing pain to genetic control of grasshoppers to Aboriginal teacher training to greenhouse gas reduction.

In recent years, the University has enjoyed renewed physical growth. In January of 1997, the $28 million Dr. William Riddell Centre opened, a unique partnership bringing together the Students' Union, the Faculty of Fine Arts, Student Services, a food court and commercial enterprises.

This year the growth continued. The Education Building was topped off with the completion of a 66,000 square-foot, two-storey addition. As well, work continued on the $7.4 million Greenhouse Gas Technology Centre, a facility for leading-edge research on reducing greenhouse gas emissions. Faculty and staff are already anticipating the move in early 2003 into the new $25 million Saskatchewan Indian Federated College.

Projects currently scheduled will add about 750,000 square feet of new space or approximately 50 per cent more than what now exists. Those projects include a $35 million residence that will double the current capacity and a $28 million Centre for Kinesiology, Health and Sport that will open in the fall of 2004.

Faculties and Academic Units:

Administration
Arts
Centre for Continuing Education
Dr. John Archer Library
Education
Engineering
Fine Arts
Graduate Studies and Research
Kinesiology and Health Studies
Science
Social Work

Our Framework for Achievement

Vision

As a scholarly community the University of Regina derives its strength, vision and purpose by the advancement, sharing and application of knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission

The University of Regina preserves, transmits, interprets and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion, and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

Goals

- Scholarship & Research
- Teaching & Learning
- People
- Service
- Internationalization

SCHOLARSHIP AND RESEARCH

Sustaining a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied.

Thomas Hadjistavropoulos

A goal within reach

While most people do their best to avoid pain, Thomas Hadjistavropoulos goes looking for it. Over the last several years, his research has focused on methods designed to detect pain in people who are unable to report it or variations in it. He is now recognized as a leading authority on pain detection and management.

"The under-management of pain is a serious personal and public health problem," says Hadjistavropoulos. "There is evidence that pain is often undertreated in seniors, especially in people who have a limited ability to communicate because of dementia. This is a very unfortunate state of affairs. Many studies have shown that pain is often missed among such patients and that these people receive fewer pain-control medications than do their cognitively intact counterparts."

He is one of a growing number of University faculty being recognized for their contributions to scholarly knowledge and research. Hadjistavropoulos recently received a prestigious five-year $402,000 Canadian Institutes of Health Research (CIHR) Career Investigator Award. A first for the University, it provides salary support for health researchers who make "outstanding contributions" in their field.

In addition, Hadjistavropoulos has been awarded a separate $1-million New Emerging Team grant from the CIHR in association with his research colleagues: Heather Hadjistavropoulos, associate professor of Psychology; David Malloy, assistant dean of Graduate Studies; Michael MacLean, dean of Social Work; Bob McCulloch, president of the Saskatchewan Institute of Applied Science and Technology; and, Ken Craig, a professor of Psychology at the University of British Columbia.

"We will be working in nursing homes, palliative care, and out in the community to study how pain can best be assessed. We are also developing intervention programs for pain that are specifically tailored to seniors," Hadjistavropoulos says. "These programs include elements such as supervised exercise, enhancement of coping skills to alleviate depression and instruction in pain management strategies. A component of our program will be aimed toward the management of pain among people with serious cognitive impairments. Finally, in collaboration with leading researchers from around the world, we will develop standards and guidelines on how seniors' pain can be best assessed and managed."

Hadjistavropoulos and his team continue to work closely with health care professionals in the Regina Health District. He stresses that research involving younger persons suggests that psychosocial pain management programs can lead to increases in quality of life as well as reductions in physician visits and health-care costs. These potential benefits are especially important in Saskatchewan, where seniors are making up a larger proportion of the population.

Says Hadjistavropoulos: "Seven years ago, I wouldn't have predicted that we would have made this much progress. The more we do, the more I recognize that the ultimate goal of finding effective ways of assessing and treating pain among seniors with and without dementia is within reach. This knowledge is our driving force." Largely as a result of this work, earlier this year, Hadjistavropoulos was elected Fellow of the Canadian Psychological Association in recognition of his distinguished contributions to the advancement of the science and profession of psychology.

The University of Regina Computer Science and Media Production and Studies departments offer an example of the interdisciplinary co-operation leading to dynamic and innovative programs. Professors Daryl Hepting, Brien Maguire and Sheila Petty (left to right) collaborate in an undergraduate digital media lab that provides students with technology they need to pursue careers in multimedia and animation. The $273,000 lab has applications in the entertainment, art, health, science and engineering industries.

Our investigation, reflection and critique of tradition are rewarding to our students, faculty and the community.

Expertise continues to advance

The University of Regina is taking a leading role in the area of health research. Key are programs initiated in conjunction with the Saskatchewan Population Health and Evaluation Research Unit (SPHERU) and the University of Saskatchewan.

• A six-year $1.78-million Canadian Institutes of Health Research (CIHR) grant supports research into key determinants of population and community health. The program will involve up to 61 research trainees who will study in such areas as early childhood development, economic globalization, community and environment, Indigenous peoples' health, and social determinants such as gender and socio-economic status. "The impact of social and economic conditions on health is enormous, and this grant will allow us to play a leadership role in understanding better the links between these conditions and the public policies that improve people's health and well-being," says Ronald Labonte, director of SPHERU. Labonte is the principal investigator for the program and is working with George Maslany, associate director of SPHERU, who is serving as co-principal investigator.

• Bonny Jeffery, a member of the University's Faculty of Social Work, leads a three-year project funded by CIHR and the Health Services Utilization and Research Commission (HSURC). The initiative will work with First Nations health organizations to improve community-based services, especially in northern communities. The research will focus on selected northern health organizations within the Prince Albert Grand Council area. It will include interviews with people involved in the planning, management and delivery of health and social services programs.

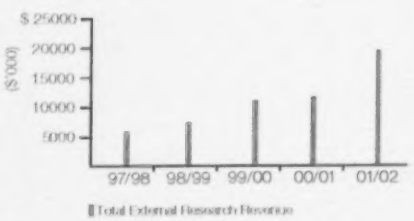
• A new Indigenous Peoples' Health Research Centre has been developed as the result of a six-year $3-million federal grant to the Saskatchewan Indian Federated College, along with the University of Regina and the University of Saskatchewan. The centre, located on both campuses, will carry out community-based research in such areas as chronic diseases; nutrition and lifestyle; healing; health delivery and control; and prevention and environmental health.

The language of culture

The most extensive Cree dictionary compiled to date has been published by the University's Canadian Plains Research Center. The dictionary, titled *Cree: Words*, is available in two volumes: a 15,000-word Cree-to-English version and a 35,000-word English-to-Cree edition. "Our goal was to collect the vocabulary of Cree as it is spoken by fluent speakers in western Canada, whether elders or young people," says project head Arok Wolvengrey, a faculty member of the Saskatchewan Indian Federated College.

While previous initiatives have been undertaken toward the development of a Cree dictionary, Wolvengrey notes the new publication, "builds on that work and moves it forward considerably." The dictionary was edited by the Cree Editing Council whose members include: Freda Ahenakew, Judy Bear, Elizabeth Lachance, Doreen Oakes, Solomon Ratt, Velma Baptiste-Willet, Edie Hyggen, Rita Lowenberg, Jean Okimasis and Dolores Sand.

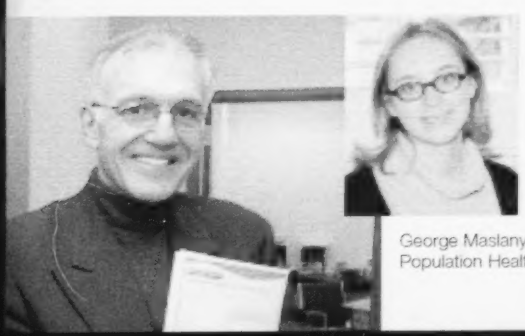
Total External Research Revenue



The University of Regina has set itself an ambitious goal of continuing to attract a significantly larger flow of external research funding. Remarkable progress has been achieved in recent years, with total research finding in 2001-2002 reaching a level of 3.5 times that of 1997-98.

Graduate scholarships awarded in 2002 include:

- 11 Natural Sciences and Engineering Research Council (NSERC) Postgraduate Scholarships – eight Master's scholarships valued at $17,300 per year for two years, and three Doctoral scholarships valued at $19,100 per year for two years;
- one National Research Council (NRC) Women in Science and Engineering award valued at $37,000 over three years – one of 25 awarded in Canada;
- three NSERC Industrial Postgraduate Scholarships (IPS) valued at $19,300 per year for two years;
- two NSERC Postdoctoral Fellowships (PDF) valued at $35,000 per year for two years;
- 29 NSERC Undergraduate Student Research Awards (USRA) valued at $4,000 each;
- one Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship in the amount of $53,100;
- one Canadian Institutes of Health Research Health Professional Student Research Award of $4,048 for three months; and
- one Senior Women Academic Administrators of Canada Award of $1,000.



Doctoral student Shannon Fuchs is working with seniors in hopes her research will increase communication and improve the quality of life for all people who suffer from pain. She has received a Canadian Institutes of Health Research (CIHR) Fellowship valued at $117,000 over three years for her research.

George Maslany, associate director, Saskatchewan Population Health and Evaluation Research Unit.

TEACHING AND LEARNING

Giving our students an accessible and enviable learning experience.

Vi Maeers

Passing on a passion for the classroom

Vi Maeers relishes the special challenge of preparing her students to be the mathematics teachers of tomorrow. "I get satisfaction in seeing the confidence they gain in solving a particular problem they didn't think they would be able to solve," the Faculty of Education professor says. "When they get excited about learning mathematics, they get excited about the prospect of teaching math, and hopefully gain more confidence in their ability to teach mathematics."

Maeers' efforts to improve academic programs and her approach to teaching have caught the attention of her peers. She has received one of the most prestigious awards in the field of education — the 3M Teaching Fellowship. It is co-sponsored by the Society for Teaching and Learning in Higher Education and recognizes Canadian university educators who demonstrate excellence in teaching, leadership and a commitment to the improvement of university teaching disciplines.

Maeers excels in the area of leadership, the result of initiatives relating to technology integration. Among her many contributions, she chaired the Advisory Committee on Research and Instructional Computing. Its aim was to identify the campus technology needs for instruction and research. She has also worked with the Teaching Development Centre to orient new and existing faculty in appropriate ways to use technology in the classroom.

The focus of her teaching is undergraduate students in the Faculty of Education's Elementary Program. She specializes in mathematics education and is helping to prepare students to teach mathematics at the Pre-Kindergarten to Grade 5 levels. With a resumé that includes elementary teaching in Scotland, England, Saskatchewan and the Northwest Territories, Maeers has developed a depth of experience in this area.

As a child in Scotland, Maeers loved astronomy and spent hundreds of hours studying the stars with her father. These studies also taught her a lot about mathematics and the fun one could have in tackling mathematical problems. She has clearly been successful at channeling this passion into her teaching.

Bridging the distance

Alison Hayford, professor of Sociology and Social Studies, is helping the University extend its reach to communities throughout the province. She has taught four televised classes with as many as 153 students taking part in 29 different locations. For her efforts she was the recipient of the Saskatchewan Communications Network's 2001 Garth Ferguson Award for Excellence in Televised Teaching. It honours individuals who demonstrate excellence in distance education.

Hayford says the advantage of televised teaching is that it offers an opportunity to students who would otherwise not attend university classes. "Eventually, they will have to attend the University to complete their degrees but this program gives people the chance to get started," she explains. "It's a totally different teaching experience, but it's really worthwhile."

The University offers 15 distance courses each year, broadcasting to an average of 25 to 30 locations throughout the province, notes Brian Campbell, divisional head, Off-Campus Degree Credit Division. Also, as part of the Campus Saskatchewan program, plans are under way to offer 16 online courses.

A superior relationship between our faculty and students is of primary importance.

Students offer high marks

Undergraduate students are overwhelmingly positive about attending the University of Regina, with 90 per cent expressing satisfaction with their choice, according to the 2002 Survey of Undergraduate University Students. It was conducted through the Canadian University Survey Consortium (CUSC), with 30 Canadian institutions taking part. Other highlights for the University indicate that:

- 96 per cent feel the University treats students fairly, independent of gender;
- 94 per cent are satisfied with the average size of classes; and,
- 90 per cent are satisfied with personal safety on campus.

A focal point for learning

An information commons on the main floor of the Dr. John Archer Library is enhancing the availability of information technology for students. The new development integrates the expertise and resources of the library with new computer technologies in an accessible environment.

It features 82 new computer workstations, each equipped with Internet browsers, word processors, as well as spreadsheet and presentation programs. Workstation support is shared between the Library and Computing Services.

"The Library has become less of a place and more of a concept," says Bob Foley, University librarian. "It's very similar to the concept of an academic commons. This isn't library ownership or library space — this is something that belongs to everybody."

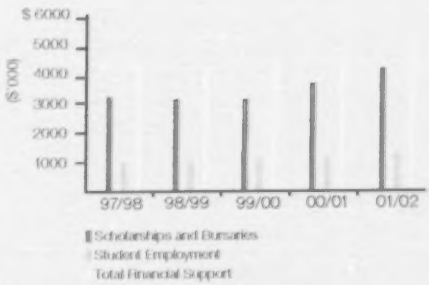
Supporting program development

The Academic Unit Review is one of the key instruments for evaluating the performance and success of individual faculties. It's an important tool in helping the University build upon its commitment to excellence in educational standards.

The review process takes about six months, evaluating the strengths and weaknesses of teaching, research and service programs. Specific recommendations are offered for improvement and innovation. Reviews conducted in 2001-02:

- Office of the Registrar
- Faculty of Graduate Studies & Research
- Classics (within the Department of Philosophy and Classics)
- Faculty of Education
- Department of Geography
- Department of Economics
- Philosophy (within the Department of Philosophy and Classics)
- Department of Psychology
- Department of Computer Science

Student Financial Support



Although a number of factors influence university accessibility, seven in 10 students express some concern about funding their education. Over half of our students report that they work, on average 18 hours per week, to address the financial challenge, while one-third rely heavily on student loans.

The University of Regina recognizes the financial challenges faced by students, and has responded by increasing the resources allocated to scholarships and bursaries as well as those directed to the employment of students. Since 1997-1998, total student financial support has been increased by 26 per cent to $5.5 million.

2002 survey (all students):

- 90 per cent satisfied with orientation program
- 85 per cent satisfied with registration process
- 90 per cent felt faculty are accessible outside of class and encourage participation in class
- 85 per cent satisfied with the quality of teaching received
- 89 per cent felt the learning experience was intellectually stimulating
- 88 per cent satisfied with the overall quality of education

* CUSC Survey of Undergraduate University Students

The 2001 International Marketing Team brought home top honours in the University of Manitoba's International Marketing Competition. The team included (left clockwise) Andres Gomez, Faculty of Administration advisor Rob Giberson, Daniel Bean, Lindsay Burton, Jana Swedburg and Erin Fitzgerald. They competed against 14 schools representing other parts of Canada, Europe, the United States and Mexico.

A new information commons (left) features 82 new computer workstations.

PEOPLE

Making the University of Regina a preferred place to study and work.

Julia Scissons

Building a sense of satisfaction

When Julia Scissons was ready to make the move to higher education, her extraordinary record of academic achievement would have assured her admission to the institution of her choice. With a 95.6 per cent admission average, the graduate of Carpenter High School in Meadow Lake, Saskatchewan, chose the University of Regina. She is part of the growing number of those who see the University as a preferred place to study.

"I'm definitely pleased with my decision," says the Bachelor of Science student. "I'm very happy with the quality of teaching, and the fact that the professors are very approachable. It's easy to get help when you need it."

Scissons arrived for her studies as part of the UR Scholars Program, which provides free tuition to the top graduate of each Saskatchewan high school. In her three years at the University, Scissons has been the recipient of a number of additional awards and scholarships, including recommendation by her faculty as a nominator for the Inspiring Teaching Awards. She says she values an environment that allows her to succeed: "It was an adjustment, but in my first year I lived in residence and I think that helped. It was a lot easier to meet people."

Currently working on her honours degree in Chemistry, Scissons feels the accessibility of her professors is especially beneficial. "There are only three people in my research lab. In a larger university, I just wouldn't be able to work so closely with the professors."

She has recently had the opportunity to work as a research assistant for department head Andrew Wee, gaining further experience toward her academic development. "The study is in the area of organic synthesis — and it was a wonderful experience." Plans for the future include master's and doctoral studies in preparation for a career in either teaching or industry.

Scissons' positive perspective of the student/teacher ratio and her overall experience is shared by many of her fellow students. A 2002 student survey conducted by the Canadian Undergraduate Survey Consortium (CUSC) indicates that 94 per cent of the University of Regina students participating were satisfied with the average class size and 90 per cent expressed satisfaction with their decision to attend the University. Meanwhile, 89 per cent agreed that their experience was intellectually stimulating and 85 per cent were satisfied with the quality of teaching.

The CUSC study, which included 30 Canadian universities, evaluated student opinions relating to a wide range of university programs and services. It is the eighth year of the study.

A caring connection

Students and colleagues alike offer praise for Marge Beisel's work in the Faculty of Education. In recognition of her dedication, she has been presented with the University's Award for Excellence in Administrative and Support Services. Beisel is well-known for her extraordinary work in providing academic programming assistance and supporting the Elementary and Arts Education Program.

"I particularly enjoy working with the students," she says. "I enjoy seeing these students grow. I have a lot of compassion for them."

Todd Jansen is one of the many students who have sent her cards and letters of thanks. Now a teacher, he credits Beisel with helping him gain admission to the Faculty of Education and for guidance throughout the four-year program: "Talk about a life-changing connection with somebody; if it wasn't for her, my life would have taken a different path. I think this award is so fitting. If there is anyone who deserves it, it's Marge. She has my highest respect."

Our people are our defining resource and our alumni are an important bridge between the internal and external communities.

Faculties attract leading scholars

The face of the University of Regina faculty is changing, with more than 50 per cent being recruited in the last five years. Anne Lavack, a recent addition to the Faculty of Administration, exemplifies the success of recruitment initiatives.

Lavack, along with two co-authors, earned the Best Paper Award in the Advertising Track at the American Marketing Association Summer Educator's Conference in Washington, D.C. In addition to this outstanding achievement, Lavack and her colleagues were also recognized with the Best Overall Conference Paper Award at an event that included more than 900 participants from around the world.

Winning in and out of classroom

Varsity athletics increase pride in the University and raise its profile in the community. A number of our students serve as important role models through a combination of strong academic performance, athletic achievement and community service.

A notable example is Tony Plett, a student in the Faculty of Education and a member of the U of R Rams football team. In addition to his success in the classroom and on the field, Plett has shown an outstanding commitment to community service through his work with special needs children and young offenders.

Plett's counselling experiences began in 1999 when he ran a summer day program involving about 40 young offenders. His work in this area has continued through one-on-one relationships with youth during evenings, focusing on recreational activities. Plett and his wife have also taken young offenders into their home in weekend respite situations.

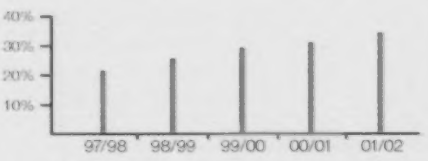
"The work is such a rewarding experience," comments Plett. "After the summer day program, I didn't want to leave it behind. Seeing the kids grow is a special experience. Seeing them change and hearing them say that I had an influence on that change is very rewarding."

The growth of the University's athletics program also applied to academic excellence. In the past year, 27 students were named Academic All-Canadians. The national award recognizes both the athletic and academic achievements of university athletes.

Tony Plett (top) is one of a number of student athletes focusing on community service.

In 2002, 94 per cent of students surveyed expressed satisfaction with the size of classes.

Female Tenured/Tenurable Faculty



Proportion of Female Tenured/Tenurable Faculty (note 4)

The University is striving to achieve an environment in which its workforce is representative of the various groups within Saskatchewan's population. Over the past five years, the proportion of female tenured and tenurable faculty has increased by over 12 per cent.

Student survey results:

2002 survey (all students):	94 per cent satisfied with class sizes
	90 per cent satisfied with their choice of university
2001 survey (1st year students):	90 per cent satisfied with library, class sizes, institutional facilities
	92 per cent satisfied with their decision to attend this university
2000 survey (graduating students):	88 per cent would recommend this university to others
	90 per cent were satisfied with the education received

* CUSC Survey of Undergraduate University Students

SERVICE

Taking our academic expertise to the community in response to requests or our own perceptions of need.

Elizabeth Cooper

Caring for the community

For Faculty of Education professor Elizabeth Cooper, the motivation for public service is quite simple: "I do it because it needs doing. There are people who need the help, and I consider myself quite fortunate to be one of the ones who is in a position to help. It's not romantic work — it's just work."

Cooper has been recognized for her efforts with an Alumni Association Award for Excellence. While she is pleased with the recognition, she is clear about where the focus should remain. "It's the work we need to concentrate on," she comments. "The work itself is more important than the people who are doing it."

Cooper is an example of the many University of Regina faculty members who are using their expertise to support the wider community. She has been active in the area of women's equality for a number of years, starting as a young teacher in the Women in Education Movement of the Saskatchewan Teachers Federation. Her work with the group focused on improving opportunities for women pursuing a career in education. Their goal was to also challenge the uneven distribution of power and money between male and female teachers.

Along with her efforts to support workplace equality, Cooper has demonstrated a firm commitment to enhancing the quality of life for those less fortunate. She has been instrumental in extending important services to those in need, working with Rev. David Drake, a Calgary-based United Church minister. Cooper is also active in Carmichael Outreach, an organization that provides food, clothing, needle exchanges, counselling services and referrals to social and health agencies to those in the greatest need in Regina.

At the global level, she has a longtime involvement with Growing Communities and Nations. The organization provides medical supplies and other resources to people in developing countries around the world. A central focus of this work has been the devotion of considerable time and effort to securing educational supplies. Upcoming initiatives include a project in Cameroon, where she will work with other volunteers and the armed forces to provide water to villagers.

Dressing for success

The University is taking its knowledge to the stage and wider cultural community through its relationship with Regina's Globe Theatre.

Wes Pearce, acting head of the Theatre Department, teaches costume design and history. But he has also become an integral part of the Globe's productions through numerous collaborations with Saskatchewan's first professional theatre company.

Pearce has been responsible for the costume designs for a variety of high profile productions. "There are great benefits for us when we work with institutions like the University to draw upon the artistic pool in the community," says Ruth Smilie, the Globe Theatre's artistic director. "For Wes and the other professors who teach in the Theatre Department it's important to maintain a connection to contemporary theatre practice. And we're blessed to be able to work with a man of great talent who is living in our community. He balances the work he does at the University to work with us on the largest shows we do in the season."

Our scholarly community has special expertise which can be used in service to society.

Manufacturing a relationship with industry

The level of research activity at the University is increasing, as is the potential for new ideas, solutions and products to get into the marketplace. The appointment of C. Gordon Owen as a university-industry liaison is intended to accelerate the process.

Owen says commercialization of research has a major impact on the economy. "For one thing it attracts further research to the University, resulting in increased funding and jobs in both academia and business," he says. "It enables you to attract new scholars and retain highly qualified personnel."

Owen says research offers a number of societal benefits and accelerates the cycle of innovation: "It creates new technologies and new opportunities for business. Some of these technology platforms even become new spin-off businesses, further fueling sponsored research."

Responding to lifelong learning

The University is taking innovative steps to make learning more accessible to people who can't commit to full-time studies. "Weekend University" allows students to continue their education while meeting responsibilities to families, employers and the community. Individuals can complete many of the core or elective courses required in most programs. The Saturday courses are open to students enrolled in any program or through a federated college.

Another program that balances education and the realities of the workplace is the "Corporate Campus." Since 1999, 16 classes have been offered through Saskatchewan Government Insurance and SaskTel, resulting in a total enrolment of 485 students. The program has attracted the interest of other potential partners in the business sector and is expected to expand.

An exchange of knowledge

An innovative new forum allowed for the sharing of knowledge and ideas when graduate students had the opportunity to meet with community professionals. The University joined forces with Information Services Corporation (ISC) and Regina Research Park to host the first-ever ISC/U of R Knowledge Exchange. Students presented research or project results to a diverse group of representatives of business, government, labour, education, social and community groups. The community participants offered advice on the work.

Cultural outreach

Arts and cultural programs offered by the University are continuing to enrich the community. A number of programs were accessible to the public, attracting a wide range of audiences. In the fall, John Searle, professor of Philosophy at the University of California at Berkley, presented an address on "Philosophy in the New Century." Searle is recognized as one of the world's most important living philosophers.

In a spring event, internationally-acclaimed pianist Jane Coop was presented in concert at Darke Hall. Coop also performed and lectured on the music of Chopin in an event held at the Recital Hall of the College Avenue Campus.

Erica Grimm-Vance, whose artwork resides in collections in the Vatican, Sweden, the U.S., and across Canada, presented the annual Nash Lecture at Campion College.

A powerful partnership

The greening of the campus took a significant step forward last spring when the University of Regina signed on as the first commercial customer for SaskPower's Green Power program. The University purchased 570,000 kilowatt hours of wind-generated power under the agreement. The deal makes the U of R the first university in Canada to commit to the use of green power and supports its emphasis on research.

A central resource for students and teachers

A Canada Promo Science Award received from the Natural Sciences and Engineering Research Council (NSERC) has provided funding for a Web-based Centre for Math, Science and Technology Education. Math Central is available to assist students and teachers in Kindergarten to Grade 12 classes.

Headed by professor Harley Weston of the Mathematics and Statistics department, the Web site enables visitors to present questions that are sent to a dozen professors for review. Responses are submitted to the site's database. Math Central also offers a resource room where educators can share teaching ideas and lesson plans.

A lecture by visual artist Erica Grimm-Vance was one of many events open to the public.

The Corporate Campus program is is taking learning opportunities out to those in the business community.

INTERNATIONALIZATION

Integrating a national and international perspective into our fundamental threefold mission of teaching, research and service.

Li Jingzhou

A worldly experience

With a population exceeding 1.2 billion, at first glance China appears to be vastly different from Canada. But when Li Jingzhou arrived to teach at the University of Regina, he noticed a striking similarity to his experiences at home.

"I find the students here are very committed to their studies," says the Shandong Fellow who specializes in Computer Science. "They are very inquisitive — they ask many questions."

Jingzhou's presence is representative of the University's efforts to integrate an international perspective into its mission through visits by scholars and students. Initiated as a formal relationship in 1981, the accord with Shandong University is one of the oldest and most successful of a growing list of exchange agreements. All are designed to expand an understanding of the global community.

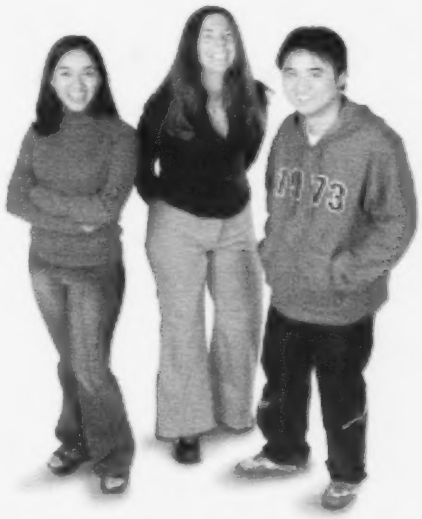
While conducting research into workflow technology and e-commerce, Jingzhou is also teaching software engineering methodology. The experience has required some creative adaptation: "For myself, the greatest challenge in teaching is language. I use technology to overcome this obstacle and prepare for classes carefully in advance."

For Jingzhou, international exchanges represent an invaluable opportunity that provides a positive experience for himself, the two universities and the participants' respective countries. "I have definitely learned a lot from this arrangement," he says. "The University of Regina provides an excellent environment in terms of both academics and administration."

While Jingzhou has noted some similarities on his visit, he has also come to recognize the remarkable contrasts between the two universities and the countries in which they are situated. With a full-time student enrolment nearly three times that of the University of Regina, Shandong is clearly a more fast-paced, crowded environment. The same is true of the surrounding communities.

"The population is much greater at home, and the working environment much different," he notes. "People here work hard, but seem to be able to take time to relax as well. That's much different than at Shandong."

Jingzhou makes a point of articulating just how appreciative he is of the opportunity to share knowledge and ideas. He says the wide range of experiences he has acquired here will be significant to his future work. "I've been able to learn a great deal about many of the administrative aspects of the University of Regina. This knowledge will be very beneficial when I return home."



International exchange programs provide a unique opportunity for students to enhance their awareness and understanding from both an academic and cultural perspective. Current programs involving the exchange of students and teachers include English as a Second Language; International Transfer Credit Program with Hunan, China; and an exchange with College of the University of Leeds, York St. John College, England. The International Administration Course in Mexico is another culturally enriching program with approximately 20 students taking part each year. Pictured above are (left to right) Zeudy Villar Vega, English as a Second Language student from Veracruz, Mexico; Breann Cole, exchange student to College of the University of Leeds, York St. John College, England; and Siqi Xia, Engineering student on International Transfer Credit Program with Hunan, China.

We are legitimately concerned with all aspects of our world. Our work responds to and strengthens Saskatchewan and Canada.

A learning mosaic

The Canadian Institute for Peace, Justice and Security (CIPJS) is helping the University establish its presence in the international community. The institute, headed by psychology professor Jeff Pfeifer, has signed agreements in such countries as New Zealand, Nigeria, Africa, Australia and Tanzania. Its role is to provide a unique approach to meeting the research, educational and professional development needs of justice professionals around the world.

"We try to provide assistance to groups, organizations and countries that don't necessarily have the resources," says Pfeifer. "We go where the need is."

The CIPJS engages in applied research, offering undergraduate and graduate educational opportunities in policing, human justice and related fields. It provides accredited advanced professional training for police officers, corrections workers and security and peace professionals.

The University has earned the reputation as a leader in international academic relations. A total of 19 new and renewed agreements were signed in 2001-2002 involving educational institutions in Africa, Asia, Latin America and the South Pacific. The University is involved in 67 cooperative exchange programs with institutions in 21 countries or regions.

A collaborative approach

International partnerships have been vital to the University's goal of integrating a global perspective in research initiatives. An example of work of this nature presently under way is a collaboration involving two universities — Universidad de La Serena in Chile and the National University at Heridia, Costa Rica.

The project, funded by the Canadian International Development Agency, is co-directed by geography professor David Gauthier and sociology professor Polo Diaz, along with a director from each of the partner universities. The focus is on regional sustainable development, indicates Gauthier: "The objective is to train the trainers."

The program has been highly successful. Twenty-four professors have developed the skills necessary to assist their own universities. "They not only can teach university students, but also representatives of business and government."

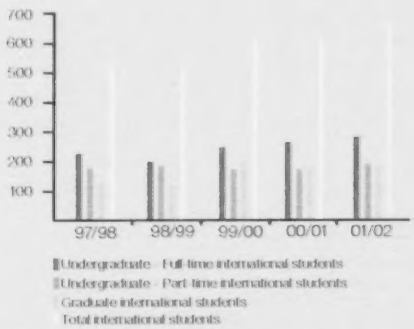
An exchange of ideas

International students from 45 different countries make up a growing proportion of enrolment at the University, representing four per cent of the total population and 15 per cent of the graduate community. The number of international students has increased from 531 to 671 over the past five years.

Traveling towards awareness

Representatives from around the world travel to the University of Regina on an ongoing basis, sharing information and experiences in the course of academic development. In the past year, the University welcomed 70 visitors representing such countries as China, Japan, Mexico, the Philippines, U.S.A. and Iran. The number of visitors increased from just 25 in the previous year, reflecting the growing emphasis on the establishment of international relations.

Internationalization



The growing presence of international students enriches life at the University. Students are gaining an enhanced awareness of the global community through interaction on the campus. In addition, the visits are serving to facilitate an increasing number of exchanges which offer unique academic and cultural experiences.

Geography professor David Gauthier and sociology professor Polo Diaz have assisted in the training of professors at Universidad de La Serena in Chile, shown here, in the area of regional sustainable development.

GOVERNANCE

The University's governance structure is bicameral, consisting of two chambers. It operates under the terms of The University of Regina Act, an act of the Legislature of the Province of Saskatchewan.

Matters related to the academic welfare of the University fall within the purview of Senate. Often described as the University's "window on the world" due to its wide public representation, the Senate includes in its membership representatives from some 40 professional organizations, 14 members from 12 electoral districts throughout the province, as well as the following, by virtue of their offices: present and past chancellors of the University; the president and vice-presidents of the University; the minister of education (ex officio), the deputy minister of Learning; the chair of Council; the heads of federated or affiliated colleges of the University; deans and directors; and six students.

The Board of Governors, which is responsible for the administrative and business affairs of the University, comprises 12 members: the chancellor, elected by all graduates; the president of the University; six members appointed by the lieutenant governor in Council; two members elected by the Senate; the president of the Students' Union; and one faculty member, elected by members of Council.

The university secretary acts as secretary and resource to both the Board of Governors and Senate.

During the past year, the work of the Board of Governors has included consideration of several major items.

Strategic planning:
- Approved Reaching our Potential: Planning for Progress 2002-2006, a planning document including a framework for objectives, key actions and ways of demonstrating success within the University community.

Board functioning:
- Carried out the annual Board evaluation including the first Board member self-evaluation.
- Revised and updated the Board handbook.

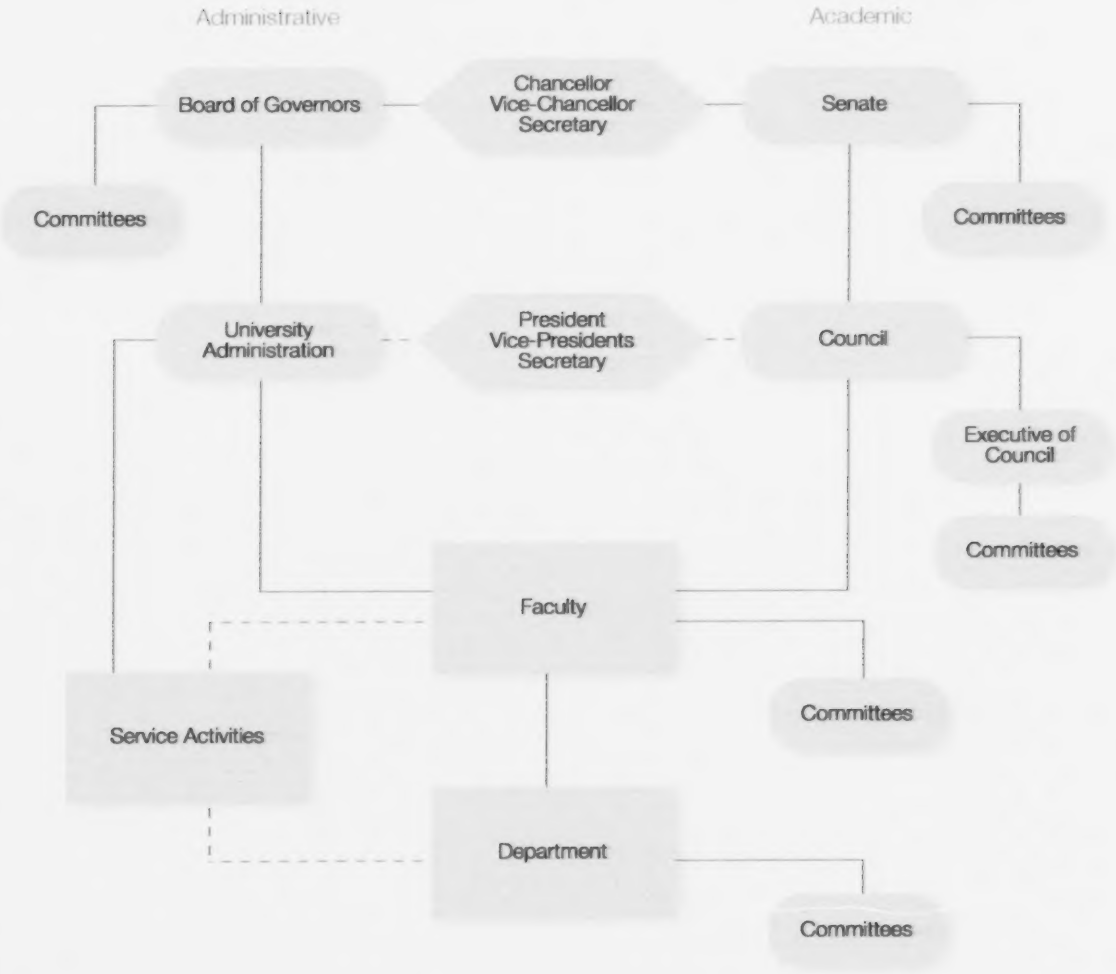
Major decisions:
- Established the Humanities Research Institute.
- Approved a $35-million, 700-bed residence.
- Approved, contingent upon government funding, a $28-million Centre for Kinesiology, Health and Sport and a $3-million underground parking facility.
- Approved a major fundraising campaign for student support, faculty research and campus life enhancement.

Executive oversight:
- Conducted the annual review of the president.
- Approved the process for and conducted a major review of the president and approved a second five-year term.
- Approved senior administrative and executive appointments (deans, directors, vice-president (research and international), associate vice-president (academic), and university secretary).

Fiscal matters:
- Approved the annual 2001-2002 capital and operating budgets, including setting of fees.
- Reviewed and approved the Financial Statements for 2000-01 for the University of Regina, and for 2000 for the Master Trust and Pension Plans.
- Reviewed the Operations Forecast submitted to Government.

The Board also approved the resource allocations to support the decisions taken by Senate for approval of such new programs as the Bachelor of Kinesiology (BKin) degree, to be offered by the Faculty of Kinesiology and Health Studies (formerly the Faculty of Physical Activity Studies); the BKin/Athletic Therapy Collaborative program, to be offered in collaboration with Mount Royal College, Calgary; the Bachelor of Medical Imaging program, to be offered in collaboration with SIAST; the Master of Applied Science in Petroleum Systems Engineering and Master of Engineering in Petroleum Systems Engineering programs; the PhD program in Education; and the Interdisciplinary graduate MA in Fine Arts.

Bicameral University Structure

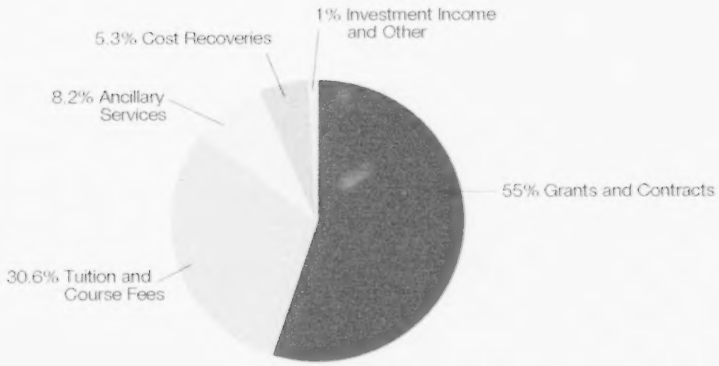


Financial Information

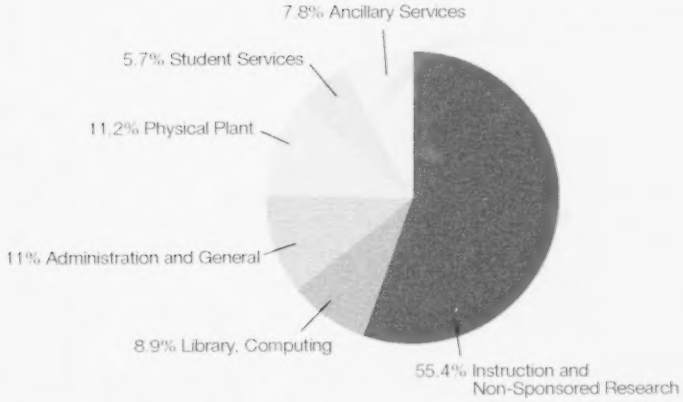
For the Year Ended April 30, 2002

2001 - 2002 Summary

Revenue


1% Investment Income and Other
5.3% Cost Recoveries
8.2% Ancillary Services
55% Grants and Contracts
30.6% Tuition and Course Fees

Expenditures



*The Revenue and Expense charts above include General Fund revenues and expenses shown on page 25, other than the Special Projects Fund amounts included in those General Fund amounts. The percentages are based on revenues of $98.438 million and expenses of $96.508 million. The charts do not include amounts from the Restricted or Endowment Funds.

- The annual operating budget is $90 million.
- The provincial government general operating grant is increased by 3.5 per cent over 2000-2001 to $52 million. In addition, targeted funding of $150,000 is provided to enhance undergraduate scholarships, and $625,000 to help address the shortage of information technology professionals in Saskatchewan.
- The University matched the $150,000 in undergraduate scholarship funding, added a further $50,000, and allocated an additional $200,000 in assistance for graduate students.
- The provincial government ordinary capital grant is maintained at $5.53 million.
- The federal government grant in support of the Language Institute is maintained at $330,000.
- External research funding is $11.5 million, a 110 per cent increase over the $5.5 million level of 1997-1998. This figure excludes funding, such as that in support of construction of the Greenhouse Gas Technology Centre, that has been classified as capital asset funding. If included, total research funding for 2001-2002 is in excess of $19 million.
- Tuition and course fees are raised by 8.95 per cent.
- In order to attract and retain high calibre faculty in today's competitive market, a fund of $200,000 was established in 2000-2001 in order to provide an array of support which may include start-up and incentive research support, salary enhancement and conference support. This fund is increased by a further $225,000, to $425,000, for 2001-2002.
- Six new academic positions are added to support the University's areas of strategic emphasis.

Statement of Management Responsibility

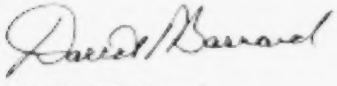
For the Year Ended April 30, 2002

July 12, 2002

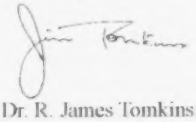
Management of the University of Regina maintains a system of internal controls to ensure the integrity of information that forms the basis of the financial statements. The internal controls provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly guarded against unauthorized use and that reliable records are maintained. The Provincial Auditor of Saskatchewan reports to the Board as to the adequacy of these controls.

The University's Board of Governors is responsible for overseeing the business affairs of the University and also has the responsibility for approving the financial statements. The Board has delegated certain of the responsibilities to its Finance and Audit Committee including the responsibility for reviewing the annual financial statements and meeting with management and the Provincial Auditor of Saskatchewan on matters relating to the financial process. The Provincial Auditor has full access to the Finance and Audit Committee with or without the presence of management.

Management of the University of Regina is responsible for the integrity of the financial data reported for the University and for determining the nature and extent of the information reflected in the summarized financial statements. The following summarized financial statements have been derived from the complete audited financial statements prepared in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA), which have been consistently applied. The University believes the summarized financial statements present fairly the University's summarized financial position as at April 30, 2002 and the results of its operations for the year then ended.



Dr. David T. Barnard
President



Dr. R. James Tomkins
Vice-President (Administration)

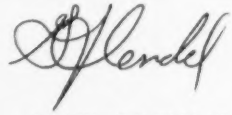
Copies of the complete audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our Web site at http://www.uregina.ca/fs and choosing the 'Financial Statements' button.

To the Members of the Legislative Assembly of Saskatchewan

The accompanying summarized statement of financial position and statements of operations and changes in fund balances and cash flows are derived from the complete financial statements of the University of Regina as at April 30, 2002 and for the year then ended on which I expressed an opinion without reservation in my report dated July 12, 2002. The fair summarization of the complete financial statements is the responsibility of management. My responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In my opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the entity's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.



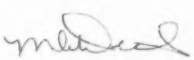
Regina, Saskatchewan
July 12, 2002

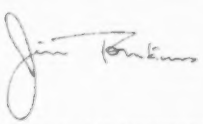
Fred Wendel, CMA, CA
Provincial Auditor

Summarized Statement of Financial Position

As at April 30, 2002
(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2001
Current Assets					
Cash	$ 528	$ 6,638	$ -	$ 7,166	$ 3,834
Accounts receivable	4,664	4,351	5	9,020	8,620
Inventories	1,904	-	-	1,904	2,138
Prepaid expenses	295	305	-	600	819
Short-term investments	-	-	-	-	3,634
	7,391	11,294	5	18,690	19,045
Long-term Assets					
Long-term investments	-	8,627	12,978	21,605	21,293
Accrued pension benefit asset	28,753	-	-	28,753	31,465
Capital assets	-	117,472	-	117,472	104,176
	28,753	126,099	12,978	167,830	156,934
	$ 36,144	$ 137,393	$ 12,983	$ 186,520	$ 175,979
Current Liabilities					
Accounts payable and other accrued liabilities	$ 7,898	$ 1,750	$ -	$ 9,648	$ 8,529
Deferred income	2,486	-	-	2,486	2,299
Current portion of long-term debt	-	2,351	-	2,351	678
Demand loan	-	6,459	-	6,459	-
	10,384	10,560	-	20,944	11,506
Long-term Liabilities					
Long-term debt	200	2,163	-	2,363	11,251
Due to (from) other funds	20	(20)	-	-	-
Accrual for employee future benefits	704	-	-	704	1,445
	924	2,143	-	3,067	12,696
Fund Balances					
Externally restricted funds	-	21,636	12,983	34,619	31,365
Internally restricted funds	33,620	1,709	-	35,329	36,881
Invested in capital assets	-	101,345	-	101,345	91,755
Unrestricted funds	(8,784)	-	-	(8,784)	(8,224)
	24,836	124,690	12,983	162,509	151,777
	$ 36,144	$ 137,393	$ 12,983	$ 186,520	$ 175,979





Approved by the Board of Governors — Chair, Board of Governors — Vice-President (Administration)

Copies of the complete audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our Web site at http://www.uregina.ca/fs and choosing the 'Financial Statements' button.

Summarized Statement of Operations and Changes in Fund Balances

For the Year Ended April 30, 2002
(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2001
Revenues					
Grants and contracts					
Government of Canada	$ 712	$ 9,593	$ -	$ 10,305	$ 8,525
Department of Post-Secondary Education & Skills Training	54,417	7,814	-	62,231	64,680
Other grants and contracts	890	8,359	-	9,249	4,530
Student fees	30,311	276	-	30,587	27,003
Contributions, gifts, donations and bequests	394	1,043	286	1,723	2,217
Sales of services and products	13,544	1,153	-	14,697	13,471
Income from investments	367	659	(833)	193	547
Miscellaneous income	1,291	514	14	1,819	2,690
Income from operating leases	-	1,151	-	1,151	1,155
	101,926	30,562	(533)	131,955	124,818
Expenses					
Salaries					
Academic	32,353	330	-	32,683	32,425
Other	28,040	2,378	7	30,425	26,891
Employee benefits	10,958	164	-	11,122	9,866
Operational supplies and expenses	7,787	1,359	-	9,146	8,140
Travel	2,378	1,048	-	3,426	3,210
Cost of goods sold	3,203	-	-	3,203	3,107
Equipment, rental, maintenance & renovations	4,812	2,287	-	7,099	6,860
Utilities	4,433	32	-	4,465	4,577
Amortization of capital assets	409	10,514	-	10,923	9,659
Loss on disposal of capital assets	25	481	-	506	448
Scholarships, bursaries and prizes	3,599	2,997	-	6,596	5,279
Interest	272	506	-	778	1,106
Wascana Centre Authority levy	495	-	-	495	487
Bad debt expense	356	-	-	356	59
	99,120	22,096	7	121,223	112,114
Net revenues (expenses)	2,806	8,466	(540)	10,732	12,704
Interfund transfers	(5,477)	5,356	121	-	-
Net (decrease) increase in fund balances for year	(2,671)	13,822	(419)	10,732	12,704
Fund balances, beginning of year, as restated	27,507	110,868	13,402	151,777	139,073
Fund balances, end of year	$ 24,836	$ 124,690	$ 12,983	$ 162,509	$ 151,777

Copies of the complete audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our Web site at http://www.uregina.ca/fs and choosing the 'Financial Statements' button.

Summarized Statement of Cash Flows

For the Year Ended April 30, 2002
(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2001
Operating Activities					
Net revenues (expenses)	$ 2,806	$ 8,466	$ (540)	$ 10,732	$ 12,704
Add back items not affecting cash:					
Amortization of capital assets	409	10,514	-	10,923	9,659
Unrealized (gains) losses on mutual funds	-	(3,052)	3,782	730	1,256
Loss on disposal of capital assets	25	481	-	506	448
Decrease (increase) in non-cash working capital	1,810	(446)	(5)	1,359	2,462
Decrease (increase) in accrued pension benefit	2,712	-	-	2,712	917
(Decrease) increase in long-term accrual for employee future benefits	(741)	-	-	(741)	1,062
Cash generated by operating activities	7,021	15,963	3,237	26,221	28,508
Investing Activities					
Purchases of investments	(27,027)	(4,900)	(3,370)	(35,297)	(192,172)
Sales of investments	30,661	7,215	12	37,888	187,970
Purchases of capital assets:					
Buildings	(402)	(14,724)	-	(15,126)	(5,267)
Site improvements	-	(544)	-	(544)	(326)
Furnishings and equipment	(2,256)	(3,670)	-	(5,926)	(6,618)
Software	(141)	(31)	-	(172)	(63)
Library resources	(2,492)	(28)	-	(2,520)	(2,173)
Leasehold improvement	-	(436)	-	(436)	(1,741)
Cash used in investing activities	(1,657)	(17,118)	(3,358)	(22,133)	(20,390)
Financing Activities					
Repayment of long-term debt	-	(7,215)	-	(7,215)	(633)
Acquisition of internal loans	(48)	48	-	-	-
Repayment of internal loans	(192)	192	-	-	-
Acquisition of demand loan	-	6,820	-	6,820	-
Repayment of demand loan	-	(361)	-	(361)	-
Cash used in financing activities	(240)	(516)	-	(756)	(633)
Net change in cash (bank overdraft)	5,124	(1,671)	(121)	3,332	7,485
Interfund adjustments	(620)	499	121	-	-
Cash (bank overdraft), beginning of year, as restated	(3,976)	7,810	-	3,834	(3,651)
Cash, end of year	$ 528	$ 6,638	$ -	$ 7,166	$ 3,834

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For the Year Ended April 30, 2002
(in thousands of dollars)

1. Summarized Significant Accounting Policies

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

i) The General Fund accounts for the University's program delivery, service and administrative activities that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding fee-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset related to the three University-sponsored defined benefit pension plans: the Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.

ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.

iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

2. Change in Accounting Policy

In previous fiscal years, a portion of the fund balance of the General Fund equal to the Ancillary-owned net assets was moved and reported as fund balance of the Restricted Fund. The new policy for the fiscal year ending April 30, 2002 is that all Ancillary-owned assets are purchased out of the Restricted Fund, thereby reducing the Restricted Fund's cash balance instead of increasing its fund balance.

The University applied this change retroactively, with restatement of prior periods. The total fund balance of prior periods did not change, only the allocation between the General Fund and the Restricted Fund, and hence, the allocation between the internally restricted fund balance and the fund balance invested in capital assets. As a result of this change, the General Fund's internally restricted fund balance and cash balance as at April 30, 2001 increased by $3,076, while the Restricted Fund's fund balance invested in capital assets and its cash balance as at April 30, 2001 decreased by $3,076.

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Feedback survey

The University of Regina values your feedback. Your comments will help ensure our Annual Report meets the needs of its readers. Please take a few minutes to fill in this questionnaire and fax or mail it to University Relations at the address below. Thank you!

1. In your opinion, is the Annual Report:

	Excellent	Good	Satisfactory	Not Satisfactory
Well organized?	☐	☐	☐	☐
Easy to read?	☐	☐	☐	☐
Detailed enough?	☐	☐	☐	☐
Useful?	☐	☐	☐	☐

2. Please rate the following sections of the Annual Report according to their ability to meet your needs:

	Excellent	Good	Satisfactory	Not Satisfactory
Letters of Transmittal	☐	☐	☐	☐
Profile	☐	☐	☐	☐
Scholarship and Research	☐	☐	☐	☐
Teaching and Learning	☐	☐	☐	☐
People	☐	☐	☐	☐
Service	☐	☐	☐	☐
Internationalization	☐	☐	☐	☐
Governance	☐	☐	☐	☐
Financial Summary	☐	☐	☐	☐

3. Is there one suggestion you would make to improve future reports?

_____

_____

4. Do you have any other comments about the Annual Report?

_____

_____

5. The Annual Report is available on the University of Regina Web site. Is the Internet a useful medium for you to access the Annual Report?

_____

_____

6. Please place an "x" beside the selection that best describes you:

_____ alumnus

_____ general public member

_____ provincial government employee

_____ municipal/regional government employee

_____ federal government employee

_____ private business employee

_____ elected official

_____ faculty/staff member

_____ University Board/Senate member

_____ student

_____ private business owner

_____ other

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